DOCUMENT RESUME

ED 396 271 CS 012 516

AUTHOR Hodapp, Joan B.; Hodapp, Albert F.
TITLE Vocabulary Packs and Cued Spelling: Intervention Strategies.
PUB DATE 15 Mar 96
NOTE 9p.; Paper presented at the Annual Convention of the National Association of School Psychologists (28th, Atlanta, GA, March 12-16, 1996).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Cues; Elementary Education; *Instructional Effectiveness; Parent Role; Peer Teaching; *Reading Comprehension; *Reading Strategies; Teaching Methods; *Vocabulary Development
IDENTIFIERS Cued Recall; Vocabulary in Context Exercises

ABSTRACT

This paper discusses two reading comprehension strategies for teachers to incorporate into their teaching methods. The paper reviews research and suggests techniques to support these strategies, vocabulary packs and cued spelling. Vocabulary packs, an effective strategy to increase reading comprehension, allow students to work independently on building mastery of key words and expressing those words in coherent and accurate sentences. Cued spelling, a technique that students can use with peers or parents, promotes mastery by motivated practice and memory cues selected by students. Teachers can use progress monitoring techniques to measure the effectiveness of these strategies for their students. (A 10-step procedure for cued spelling is appended; contains 9 references.) (Author/CR)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED 396 271

Vocabulary Packs and Cued Spelling:

Intervention Strategies

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

J Hodapp

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)
☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Joan B. Hodapp and Albert F. Hodapp

Northern Trails Area Education Agency

Poster presented at the

National Association of School Psychologists Convention

March 15, 1996

CS012516

BEST COPY AVAILABLE

ABSTRACT

The purpose of the presentation is to discuss the two strategies: vocabulary packs and cued spelling. Vocabulary packs, an effective strategy to increase reading comprehension, allow students to work independently on building mastery of the key words in the textbook by understanding the meanings of words and expressing those words in coherent and accurate sentences. Cued spelling, a powerful technique that students can use with peers or parents, is a method that promotes mastery by motivated practice and memory cues selected by the students. In this session the participants will learn the techniques and research supporting these strategies.

Vocabulary Packs and Cued Spelling:

Intervention Strategies

Building vocabulary skills is essential to reading fluency and comprehension. Knowledge of the meaning of vocabulary words in a textbook can influence the student's level of mastery. Carver (1994) found that for elementary students, unknown basic words influenced the level of reading difficulty of the textbook: (a) when the difficulty of the material matched the ability of the reader, then only about 1% of the text contained unknown basic words; (b) when the difficulty of the material exceeded the ability of the reader, then 2% or more of the text contained unknown basic words; and (c) when the material was easy, then nearly 0% of the text contained unknown basic words. Thus, small percentages of unknown versus known words have a dramatic impact on student's success. Carver (1994) stated that the practice of free reading usually did not build vocabulary skills because it usually involved easy material.

In her book on study skills, Olson (1994) emphasized the importance of students mastering the meaning of vocabulary words. The students use vocabulary packs as a strategy to build their fund of knowledge about the words in their textbook. Students work independently on mastering the key words.

The key word is written on the front of a 3 X 5 card and then used correctly in context in a sentence on the back. The cards are collected in a box or on a ring. Cumulative tests are given to check mastery. By writing sentences, students are less likely to verbalize or parrot an idea without understanding the concept. Olson (1994) reported improvements ranging from one to two years growth on standardized tests after students employed vocabulary packs weekly for one school year.

As emphasized by Olson (1994), students should use the study skills method, SQ3R, to promote reading comprehension. The Survey and Question techniques are used prior to reading the text while Read, Recite, and Review strategies are used to further enhance comprehension. In a study, Rich & Blake (1994) taught fourth- and fifth-graders in a resource room to survey the main headings in their textbook and raised questions about the content prior to reading the book. In addition, Rich & Blake (1994) taught students to paraphrase, write notes, or draw pictures of the main ideas in the text. They found that the picture drawing strategy was very effective in helping students to summarize the main ideas. Students using the picture drawing were able to recall them a week later. The authors suggested that the students should have opportunities to draw what they know about a new topic before class instruction and their reading of the textbook. Combining the ideas of Olson (1994) and Rich & Blake (1994), teachers may consider having students illustrate the meanings of the words in their vocabulary packs in addition to writing them.

Besides knowing the meanings of words, students must also master their correct spelling. Topping (1995) developed the cued spelling strategy that

allows students to be partners with either peers or their parents. It is a simple 10-step procedure that promotes spelling mastery through motivated practice and memory cues developed by the students. Students are paired with partners. In the process, both students and their partners check the correct spelling of the words, read the words, and write the spelling words. The cued spelling technique developed by Topping distinguishes itself from typical spelling methods by having the students develop their own cues for remembering the correct spelling of the words. The cues can be phonics, chunks of words, or mnemonic strategies. Topping (1995) gave the example of using the mnemonic technique for mastering the spelling of the first four letters in the word beautiful: big elephants aren't ugly. He also gave student ten strategies to help them develop their personalize cues such as recognizing families of words, using funny ideas as cues for words, and highlighting only the easy and hard parts of the words in different colors.

Topping (1995) summarized the research on cued spelling. With peer tutoring, Oxley & Topping (1990), found that both students and their partners improved significantly in spelling. With parent tutoring, France, Topping, & Revell (1993) found that eight-year-olds gained 2.8 times the rate of the comparison group. Watt & Topping (1993) compared cued spelling with traditional homework spelling. They found that cued spellers gained over 2 months of spelling age per calendar month while the control group gained only half a month.

Teachers may want to consider the results of Dangel's (1989) study in which teachers directed their learning disabled students to sort their spelling

words by their degree of difficulty. The teachers told the students to practice their hard words 6 times and their easy words three times. The trace-copy-cover-write method was used in the experiment. The teachers used probes to determine their difficulty. Dangel (1989) found that students' spelling improved significantly.

In reviewing studies on the differences between good and poor spellers, Seda (1991) recommended that students spend more time in actual writing, that spelling words are selected from high frequency word lists, that students be allowed to correct their own spelling papers, and that teachers should avoid telling students to sound them out.

SUMMARY

Vocabulary packs and cued spelling are two strategies that teachers may want to incorporate into their teaching methods. Vocabulary packs help students to demonstrate their understanding of word definitions, thereby improving their reading comprehension. The Cued Spelling procedure helps students to use different strategies for mastering spelling words. Both students and peer partners benefit from the process and parents can serve as partners at home. Further, the Cued Spelling strategies has the potential of incorporating some fun into the process of learning spelling words. Teachers can use progress monitoring techniques to measure the effectiveness of these strategies for their students

References

Carver, R. (1994). Percentage of unknown vocabulary words in text as a function of the relative difficulty of the text: Implications for instruction. Journal of Reading Behavior, 26, 413-437.

Dangel, H. (1989). The use of student-directed spelling stategies. Academic Therapy, 25, 43-51.

France, L. Topping, K. & Revell, K. (1993). Parent tutored Cued Spelling. Support for Learning, 8, 11-15.

Olson, P. (1994). Study skills across the curriculum. 3rd edition. Burnsville, MN: Reading Consulting.

Oxley, L. & Topping, K. (1990). Peer-tutored Cued Spelling with seven-to nine-year-olds. British Educational Research Journal, 16, 63-78.

Rich, R. & Blake, S. (1994). Using pictures to assist in comprehension and recall. Intervention in School and Clinic, 29, 271-275.

Seda, M. (1991). The spelling performance of regular and special population students and ways to help them. Reading Improvement, 28, 210-218.

Topping, K. (1995). Cued spelling: A powerful technique for parent and peer tutoring. The Reading Teacher, 48, 374-383.

Watt, J. & Topping, K. (1993). Cued Spelling: A comparative study of parent and peer tutoring. Educational Psychology in Practice, 9, 95-103.

Appendix

As outlined by Topping (1995), Cued Spelling consists of the following 10-step procedures:

1. Student chooses word.
2. Partner (tutor) and student (tutee) check right spelling, put in diary.
3. Partner and student read the word aloud together, and then student reads alone.
4. Student chooses cues.
5. Partner and student says cues aloud together.
6. Partner says cues aloud. Partner writes word. Remember: Partner covers previous tries.
7. Partner says cues aloud. Student writes word. Remember: Student checks own try.
8. Student says cues aloud and writes word. Remember: If try is wrong, do step before again.
9. Student writes word fast. Remember: Partner praises.
10. Student reads word aloud.